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A CURRICULUM GUIDE FOR THE EDUCABLE RETARDED.

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DESIGNED TO OUTLINE A PROGRAM BASED ON THE NEEDS OF EDUCABLE MENTALLY HANDICAPPED PUPILS, THIS GUIDE PRESENTS A LOGICALLY STRUCTURED SEQUENCE OF GOALS OR ACCOMPLISHMENTS FROM PRE-SCHOOL THROUGH THE SECONDARY LEVEL. STATE STANDARDS FOR IDENTIFICATION, CLASSIFICATION, AND CLASS COMPOSITION ARE PRESENTED ALONG WITH TEACHER QUALIFICATIONS, AND CERTIFICATION REQUIREMENTS. SUGGESTIONS TO THE TEACHER FOR WORKING WITH PARENTS, TESTING AND REPORTING METHODS, AND SUGGESTIONS FOR CLASSROOM EQUIPMENT AND FACILITIES ARE GIVEN. INSTRUCTIONS IN DEVELOPING, PRESENTING, AND EVALUATING AN EXPERIENCE UNIT AS THE BASIC INSTRUCTIONAL METHOD ARE PRESENTED. IN ADDITION, GOALS ARE GIVEN FOR EACH OF FIVE AGE LEVELS IN ARITHMETIC, SOCIAL COMMUNICATIONS, SAFETY, HEALTH, AND VOCATIONAL COMPETENCIES. (JW)

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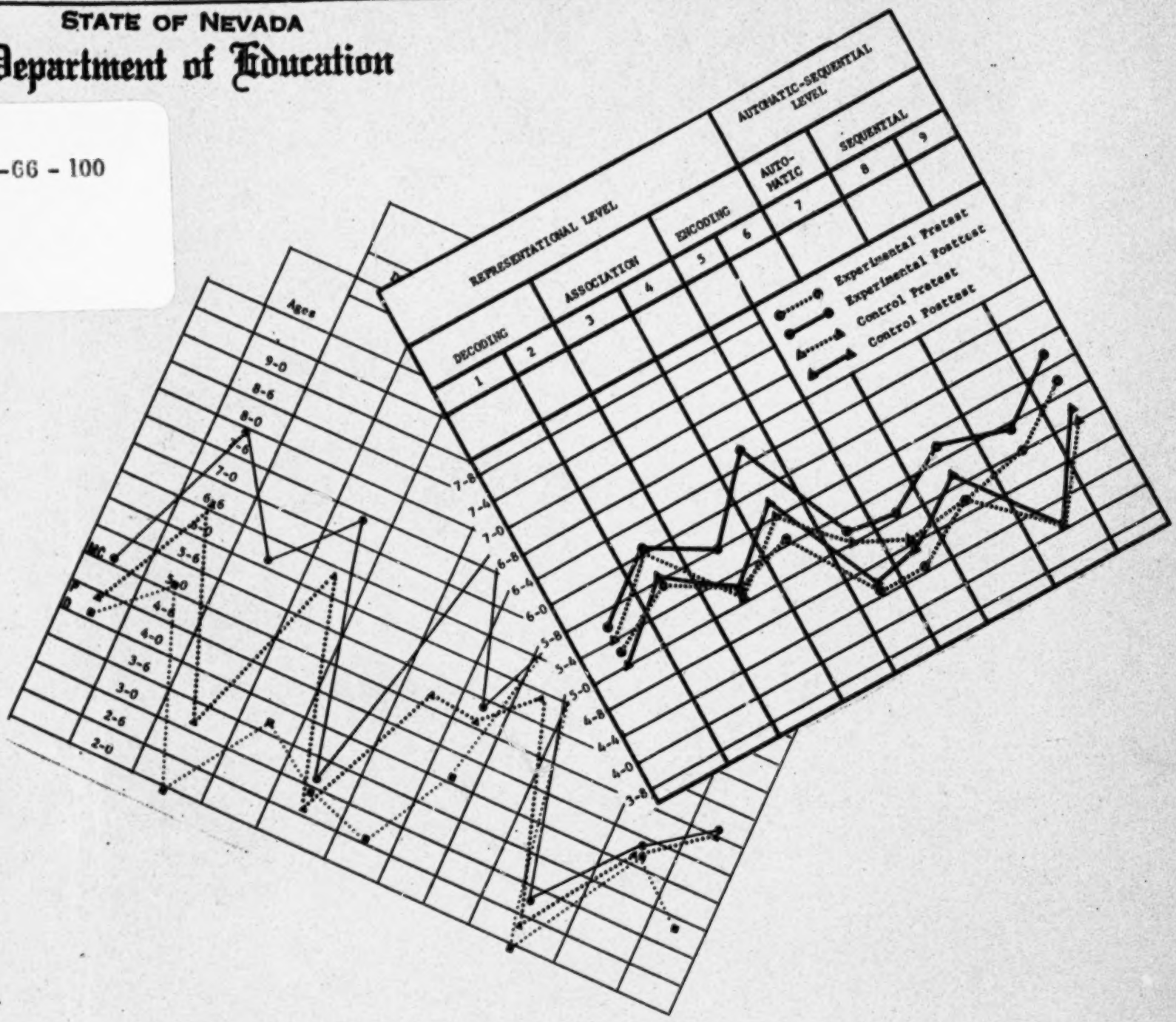
Department of Education



A Curriculum Guide

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EDUCABLE RETARDED

1966 EDITION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A CURRICULUM GUIDE for the EDUCABLE RETARDED

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Carson City, Nevada
1964

FOREWORD

The development of the program for the education of the mentally retarded child has experienced rapid expansion, in Nevada, thereby calling for added attention and planning on the part of those people charged with directing the growth.

This guide represents an attempt to meet the needs of this expanding educational program. It presents major concepts in the education of the mentally retarded, who are in the educable grouping. The criteria herein presented are to be considered as minimal in nature and as establishing a floor from which an enriched experience for this special group of children can be launched. Schools are encouraged to evolve programs of instruction which will be beneficial and challenging to the students.

The State Department of Education is indebted to the many groups and individuals who helped prepare this guide. Special appreciation is extended to the Massachusetts State Department of Education, for the use of uncopyrighted materials; the Colorado State College, Greeley, for the outline of goals; the Nevada Council for Exceptional Children and the teachers of mentally retarded children for their assistance, suggestions and recommendations.

Byron F. Stetler
Superintendent of
Public Instruction

ORGANIZATION OF THE CURRICULUM

To assist teachers of special classes and other educational personnel to effect the provisions of the Nevada School Code (sections 388.440 - 388.540 inclusive), the Exceptional Pupil Education Section of the Instruction Division, State Department of Education, has prepared this Guide for the education of the educable retarded pupils.

It is a challenge to make school work both interesting and meaningful and to provide for the overall growth and development of pupils in the exceptional pupil education program. This guide is a refinement of practices which have been proven sound and practical.

The Curriculum Guide for the Educable Retarded is a working outline containing basic suggestions, concepts and goals which will assist teachers in providing meaningful and useful learning experiences for the retarded pupil. The purpose of this guide is to help pupils accomplish structured goals contained within an educational frame work that provides for both scope and sequence. In helping pupils achieve success through accomplishing basic goals, they then will be better prepared to meet their responsibilities as mature citizens. The Guide is designed and planned to aid both teachers and school districts in better developing programs for the individual needs of each pupil.

The Curriculum Guide for the Educable Retarded as outlined within this text is: the general purpose and plan of the curriculum guide and the State Board of Education rules for programs of the handicapped and teacher certification.

Thomas S. Murdoch.

Thomas S. Murdoch, Consultant
Exceptional Pupil Education

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PART ONE

GENERAL

Chapter I

PURPOSE AND PLAN OF THE CURRICULUM GUIDE

The purpose of the CURRICULUM GUIDE FOR SPECIAL CLASS TEACHERS is to outline for teachers an essential program based upon the needs of individual pupils to be taught within the special class. The GUIDE presents a sequence of goals or accomplishments logically structured to be learned from pre-school age through high school and vocational age that are essential to the present and future life of these pupils. Stress is placed upon mastering of these goals, forming habits and attitudes, acquiring moral values, meeting social situations, developing good citizenship, and learning occupational-vocational skills which will serve these children throughout their lives. The GUIDE attempts to anticipate many of the situations which special class pupils may be faced with sometime during their lives, and to provide preparation for them by means of instruction and practice.

Academic subjects center in the pupil's everyday life situations, they aim to provide a sound scholastic base in keeping with the pupil's ability, to familiarize him with his environment, and to increase his social confidence. To accomplish this aim, the body of common knowledge which special class pupils must gain is reduced to essentials. Behavior is taught through habit, and acceptable attitudes are cultivated through training. Realistic job experience should be stressed and provided.

In Special Classes, basic school subjects are taught to the very limit of the pupil's ability. Through the use of a variety of educational methods, concrete materials, appraisal devices and other teaching aids, the pupil may be brought to the highest level of his capacity in each subject. Learning takes place when the child has actual meaningful experiences. This can be provided through participation of the child within the learning activity and reinforced by varied drills and meaningful repetition. The special class teacher must be aware of those children who have special talents and abilities. These talents should be encouraged and developed and related to the learning activity.

Practice is given in situations involving social responsibility. As responses to recurrent situations become habitual, behavior patterns are established. The pupil is led to form many specific habits in school which will serve him well throughout his life. Among these are habits of punctuality, regular attendance, responsibility, fairness, self-control, and truthfulness. Since the Special Class represents terminal training for most of these pupils, habits, attitudes and skills which should be acquired by them for present and future social adjustment are the subjects for constant drill.

Preparation for assuming the duties of citizenship has its beginning in the classroom where situations paralleling those of adult life are presented. Respect for law and for rights and property of others should be inculcated into the pupil at every opportunity.

The development of good motor coordination and manual skill is of prime importance to the special class pupil who will, in most cases, earn his living within the service trades or at manual labor. Ability to perform services which warrant the payment of wages will be necessary for his self-esteem, self-sufficiency, and economic adequacy.

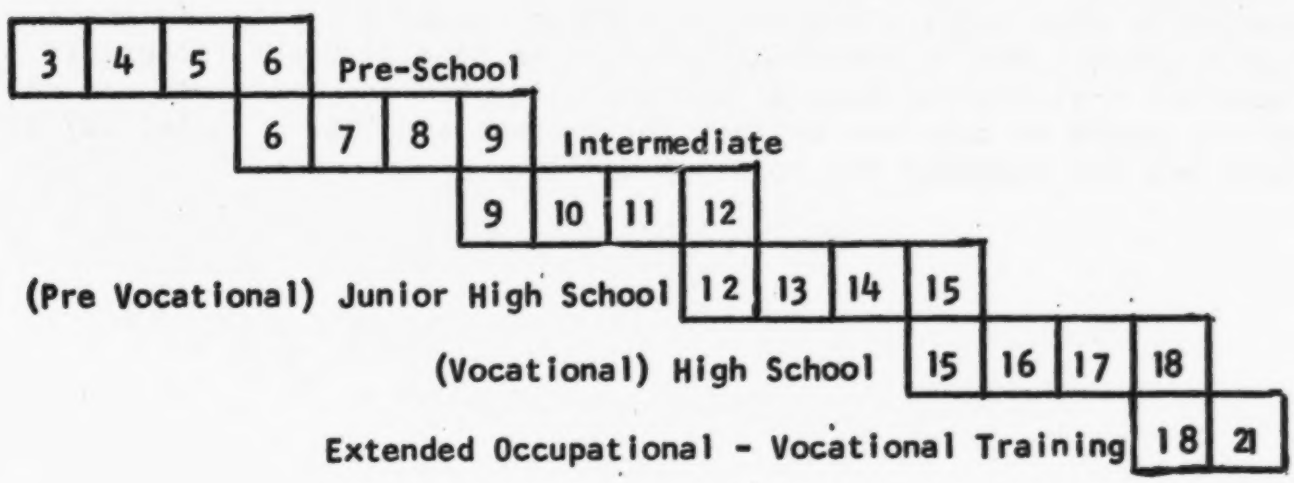
To the special class pupil who has been taught acceptable conduct for specific situations which he is likely to meet in life, and who knows and accepts his social, economic and civic responsibilities, the so-called stigma attached to mental retardation has little meaning.

Suggested subjects to be covered in the special classes are included in the GUIDE. Special class teachers should draw upon their own experiences when presenting Experience Units. The special classroom teacher should structure related activities that lead to specific goals for each unit and call upon such teaching aids and devices correlated with the Experience Unit.

The reduction in quantity and scope from the curriculum for regular grades allows the special class teacher more time for basic school subjects. Limiting the number of pupils in each special classroom to 18 provides an opportunity for individual help necessary if each pupil is to progress at his own rate.

The placement of each item in the GUIDE has been made with the ability and interest level of the pupils in mind. The GUIDE is designed for use with pupils who have I.Q.'s ranging from 50 through 79. It is suggested that whenever possible, pupils be placed in the following groupings:

CHRONOLOGICAL AGE ORDER:


C.A.
3 4 5 6 Pre-School
6 7 8 9 Intermediate
9 10 11 12
(Pre Vocational) Junior High School 12 13 14 15
(Vocational) High School 15 16 17 18
Extended Occupational - Vocational Training 18 21

Chronological age grouping, as described in this section, is suggested for pupil placement within special classrooms in the county school districts of Nevada. This is not meant to be absolute, complete, or considered as regulatory. This plan is to suggest a means, by which one or many pupils may be grouped, in order to better meet their needs at a specific educational level. It is the purpose of this guide to help the county school district provide those children and youth identified as exceptional the best education experience possible.

Pre-school children are 3 through 6 years old. Their goals are self care, being able to get along with others , make known their needs and being able to follow simple directions. With those children who indicate additional skills and pre-academic abilities the teacher should provide them with the necessary materials.

Primary children are those who have a chronological age of 6 through 9 years. Their general educational goals are to further develop academic skills in their fullest capability and to develop social skills to meet the demands of the society in which they live.

Junior High School youths have a chronological age of 12 through 15 years. Their general educational goals are, to reinforce academic skills, social skills and to develop a keen awarness of skills needed in preparation for vocational-occupational placement.

Senior High School youths have a chronological age of 15 through 18 years. Their general educational goals are, to reinforce those areas of individual need, consumer living and vocational-occupational placement.

Through a system of highly individualized and specialized training, the special class pupil, who has little or no chance of success in the grades, can face life with confidence. Such training should be kept clearly in mind when developing a Special Class Curriculum for the school district. Provisions necessary to meet this type of training will vary in accordance with the specific needs and facilities available in each school district and community. This guide is designed as an outline to aid local teachers and administrators in setting up their own program.

The exceptional pupil who is identified early, makes a better adjustment to the special class program. They also tend to make the best progress, as they have had the opportunity to grow and develop early within an atmosphere of acceptance. Within this atmosphere the child has a feeling of "self-worth", "respect for his individual ability", and "dignity" towards accomplishing his school work. Feelings of frustration and inadequacy are less apparent when he competes within the special class.

The value of grouping will be found in the fact that special class children have a feeling of accomplishment similar to that of normal children when promotion takes place. It will make possible a program of higher interest for each child because it will enable the teacher to work with a chronological age group having similar social experiences and needs.

CHAPTER II

IDENTIFICATION AND CLASSIFICATION

The enactment of the 1956 school code and its revisions of 1957 and 1961, has provided the legislative machinery necessary to permit county school district boards of trustees to make special provisions for the education of physically and mentally handicapped minors. The State Board of Education has prescribed the rules and regulations that govern the basic standards for the exceptional pupil program. If a school district is to conduct an approved program and qualify for the special apportionment, the county school board of trustees shall conform to those standards as outlined by the State Board of Education and the Nevada Revised School Code. The standards perscribed are listed as follows:

STATE BOARD RULES FOR HANDICAPPED PROGRAMS

Adopted June 14, 1957

1. Each school district wishing to provide a service to handicapped children shall submit to the State Department of Education an application for approval of the proposed program each year. The application shall contain a complete description of each service to be provided on forms provided by the State Department of Education. Such application shall be filed not later than July 1 for the program planned for the school year beginning on the same date.

2. Teachers for the handicapped must be certificated by the State Department of Education for work in that field.

3. Children enrolled in programs for the handicapped who are from 3 to 6 years old shall be credited with attendance in the same manner that children over 6 are credited.(NRS 388.490)

4. Any program must maintain an A.D.A. of 8 or more pupils to be eligible for state aid. (Best 6 months)

5. The A.D.A. for programs where a class situation prevails shall be computed by allowing one day of attendance for each three hours class time, provided that any one child may not earn more days of attendance than there are days in the school month. For programs that involve individual instruction, 30 minutes of instruction shall be counted as one day of attendance, provided that any one child may not earn more days of attendance than there are days in the school month.

6. No child can be placed in a class for mentally retarded until:
   a. The parents or guardians are consulted.
   b. The child has been examined and approved for admission by a psychologist who has been approved by the State Department of Education. (NRS 388.470)

7. Physical condition of a child must:
   a. Be able to hear spoken connected language and be able to see well enough to engage in special class activities without undue risk, excepting those children enrolled in classes for the blind or deaf.
   b. Be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities.
   c. Be trained in toilet habits so that he has control over his body functions to the extent that it is feasible to keep him in school.

8. The mental, emotional and social development of a child must:
   a. Be able to communicate to the extent that he can make known his wants and needs and understand simple directions.
   b. Be developed socially to the extent that his behavior does not endanger himself and the physical well being of other members of the group.
   c. Be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

The statutes NRS 388.440 through 388.540 are the legislative enactments which deal with the education of physically or mentally handicapped minors. There are provisions exempting a child from participation in the program for reason of parental or guardian objection. Before a child may be enrolled in one of the special programs there must be acceptance and agreement on the part of the parents. The psychologist must determine whether the child can profit by education.

The provisions of the school statutes and the standards prescribed by the Department of Education and the State Board of Education provide the best training and education for the handicapped child commensurate with his needs and ability. While the law does not specify standards in this connection, it is evident the legislation intended that education be provided for those pupils whose I.Q. is above 50 but below 80.

The goals of this legislation are manifold. The first is that we shall more adequately provide training and education for all of our children being commensurate with their needs and capacities. Children who have never been with other children because of marked deviations may now receive social training. Extensive physical and psychological examinations will give a thorough knowledge of the

needs and abilities of these children. The biennial review and re-study of each child will help the parents and educators to be alert to possible changing areas in the child's growth and development.

A well planned program provides for the separation of trainable and educable retarded pupils. Many communities will have sufficient pupils within the educable range (50-79 IQ) to organize groups based upon mental age, physical development, social competency and adjustment of each child. Suggested groupings are: pre-school, primary, intermediate, junior high and senior high school. Such groupings should not be interpreted as being mandatory, an individual school or community survey will reveal the best plan for grouping.

Each individual pupil will need to be carefully evaluated before any group is organized. Before transferring or promoting an individual from one group to another, there should be a careful study of that child and his particular needs.

MAXIMUM ENROLLMENTS

Educable Mentally Retarded (elementary) ..... 15 per class enrollment

Educable Mentally Retarded (secondary) ..... 18 per class enrollment

The chronological age range shall not exceed more than four years within a special education class on the elementary level. If this does occur, the maximum number of elementary children shall be twelve. Special consideration should also be given in the case of enrolling multi-handicapped retarded pupils within the elementary class. The State Department of Education encourages rural County School Districts to cooperate with those school districts that do provide exceptional pupil programs and coordinate inter-county transfer for their pupils eligible to receive special services. Inter-county transfers may be continuing until the transferring school district can establish its own program.

Chapter III

TEACHER QUALIFICATION AND CERTIFICATION

Teachers of exceptional children should be well prepared for the challenging task of educating handicapped children. In addition to academic experience, there must be a genuine interest in handicapped children and an earnest desire to help them achieve success no matter how insignificant it may be.

Just as the whole child goes to school, so the total personality and experience of the special class teacher determines her influence. Certain components of the total personality and necessary skills are listed as desirable for the teacher of exceptional children.

1. Good physical health
2. Good mental health
3. A pleasant voice
4. A pleasant disposition
5. Good classroom management
6. Knowledge of community agencies
7. Continued professional interest and training

Since Special Education is comparatively new in Nevada, it is recognized that many teachers will have to begin with a minimum amount of training, but it is expected that they will continue their preparation until the requirements for the special credential are met. With this in mind the State Board of Education has approved these areas for:

Special certificates for teaching the Exceptional Child:

1. Visually Handicapped
2. Emotionally Disturbed
3. Hard-of-Hearing
4. Mentally Retarded
5. Orthopedically Handicapped

An applicant for a special certificate to teach the exceptional child for any of the types listed previously shall possess a regular Nevada teaching certificate of the Elementary Professional or High School Professional type. If an applicant does not hold a Nevada certificate, he may substitute an acceptable Bachelor's degree and six semester hours of professional work in education. In addition, an applicant shall have completed twelve semester hours of acceptable college or university credit in specialized and related course work in the area for the type requested. An applicant may be allowed credit

for full-time experience in teaching the exceptional child in a public school at the rate of four semester hours for each year of experience to be applied to meet credit requirements, limited to eight semester hours.

RENEWAL REQUIREMENTS FOR SPECIAL CERTIFICATES

These certificates are renewable upon presentation to the certification office of three semester hours of credit earned during the life of the certificate or during the last renewal period. Those holding special certificates based on full college graduation must earn three semester hours of credit within a four-year period to gain subsequent renewals.

Special certificates for speech correction may be granted to graduates for a four-year course at a standard university or college who have earned at least twenty semester hours of credit in English of which not less than ten shall be in speech. In addition the applicant must have ten semester hours in psychology to include courses in abnormal psychology or the psychology of speech handicaps or abnormalities.

PART TWO

THE EDUCABLE MENTALLY RETARDED

Chapter 1

GUIDANCE

The function of the Special Class is to adapt the methods and materials of instruction to meet the needs of children so retarded in mental development that they find it difficult, if not impossible, to benefit from a regular school program. As a result, although the child in special classes learns a great deal about the occupations of the world and the people who fill them, the guidance he receives is more concerned with helping him develop acceptable attitudes toward himself, his schoolmates, his family, and his community than with teaching him the special skills of specific occupations.

The special class teacher uses personnel services that are available to supplement his own individual techniques. These include the specialized services of school psychologists, guidance counselors, remedial reading experts, school social workers, hearing therapists, speech correctionists, school nurses, and others. The specialist uses the case work or counseling approach, working with the individual as an individual. The classroom teacher uses the group work approach, working with the individual as a member of a group.

WORKING WITH PARENTS

When the school provides a program for retarded children, it assumes that it will have the active cooperation of the home. It is only through an enlightened understanding and a wise interpretation of the aims, methods and techniques employed by the school that the education of the mentally retarded child can be achieved.

Usually it is the parent who first perceives that his child is limited, exceptional, different, or retarded mentally. When a parent recognizes and accepts this, he is able to discuss his child's limitations with the teacher and to view understandingly the effort made by the school in his child's behalf. While the teacher may have actual knowledge of the child's school performance and his behavior characteristics, it is necessary to become familiar with home conditions and their implications in the educational program contemplated for the child. It is in the teacher-parent conference that an integration of the contributions of the home and the aims of the school is brought about.

This cooperative school-home relationship, though vital in the progress of the child, is not always easy to attain. Problems of the working mother, the broken home, the housing-project type of living together, movies, television, radio, all pose difficulties in the education of every child; but these difficulties tend to be multiplied

in the education of the retarded child and in his satisfactory adaption to living and learning. Extreme anxieties or worries associated with unsatisfactory relationships or home conditions are carried over into the school by the child. A visit by the teacher to the child's home frequently aids the child's adjustment to school. It is then the teacher obtains from the parent a knowledge of the child's background of experience and his present interests such as the favorite leisure activities, hobbies, play preferences, movie, radio and television selections, and vocational ambitions. In all these personal informal interviews with the parent, the teacher makes very evident her interest and understanding of the exceptional child.

Effective teaching methods and techniques may become productive only after proper identification, diagnosis, appraisal and evaluation of all related information concerning the child has been reviewed. Through parent-teacher conferences and discussions the special class teacher may gain further related vital and productive information.

Active organizations of parents of or for exceptional children can promote opportunities for the development of those children. Such organizations provide an opportunity for a sharing of common experiences.

It is encouraging for parents to know that they are taking active roles cooperating and organizing for the recognition, training and education of handicapped children in society today.

TESTING, EVALUATION, REPORTING, RECORDS

Complete and accurate record-keeping by school personnel is of particular importance. Every teacher has a responsibility observing the child and in aiding in this evaluation. It is advantageous for the doctor of the clinic and the school staff to work in close cooperation, sharing observations and insight from the differing points of view.

The nature of the exceptional child's problems and his rate of growth (or in some instances, regression) may be readily seen when case histories and other written records of observation have been kept.

A desirable record-keeping system is one which would present a through picture of the child's history, abilities, and progress. This would aid the teacher in the evaluating and reporting job. Such a system should consist of:

1. The office-record cumulative folder
2. Anecdotal records: The teacher's notations of significant factual behavior

3. A file of samples of the child's work, dated, together with any explanatory remarks, analysis of difficulties and check lists which the teacher may have used to test achievement in current work areas.
4. Pertinent information and notations on job preferences, abilities, and aptitudes which may help in job placement.
5. Records of physical examinations, including a developmental history and estimate of the child's motor capacity.
6. Records of vision and hearing tests, of a clinical rather than screening type.
7. Results of psychological examinations by qualified and approved examiners, using the 1937 Binet scale as the basic instrument for screening and classification.
8. An accurate, complete, up-to-date cumulative record, to be made available to the teachers, and held in strict confidence.
9. A case history, confidential record, that is dated and signed by the recorder. This is an all inclusive history of the individual child, within this record is kept all evaluations, medical, psychological and monthly notations of the individual academic growth and social development.
10. Records of parent attitudes, remarks, copies of written communication. Family relationships, etc.
11. Records of service agencies, welfare, health agencies, etc. that are or have been affiliated with the child.

Other pertinent data:

1. Results of special tests.
2. Speech analysis.
3. Hearing test analysis.
4. Special instructions on medication, seizures, diets, restrictions on physical activity.
5. Listing of clinics, family services bureaus, and other agencies with which there has been contact.
6. Teachers' anecdotal records, or summaries or abstracts of them.
7. Emergency information
   a. special precautions and instructions.
   b. telephone numbers of family doctor, family's business telephone, and that of two neighbors or relatives.
   c. since some special transportation arrangement will often be made for these children, this fact should be noted.

REPORTING

No particular method of reporting progress is advocated at this time. Many conventional types of report cards in current use do not reflect the special class curriculum of the special class child's growth and achievement. Parent conferences may be used as one reporting technique, and the school may want to adopt a specially devised

report card or letter to the parents in place of, or to accompany, the regular form. Emphasis, however, should be placed upon the growth and development of the child.

Copies of such reports and records of parent conferences should be retained in the cumulative record folder.

The teacher of a special class is aware that observing and recording pupil behavior are functions of good guidance and teaching. He observes his pupils in all sorts of activities in and out of the classroom. He notes their work habits and unusual behavior, recording significant behavior in a case history. The case history is the confidential record kept by the special class teacher. It contains specific information additional to the cumulative record. The case history provides information mainly for the Director of Special Education and other related Administrators for Special Education. All pertinent information should be kept in this folder; psychological reports, medical reports and history, test data, classroom observations, parent conferences and any other related data. All data entered in the cumulative folder must be dated and have the signature of the entrant. Entries should be made at least once a month. This record is to be kept separate from the standard cumulative folder. The case history is a confidential record and should be kept up-to-date for the entire attendance of the pupil in the special class. When requested this record should be sent to the school of attendance by registered mail.

The teacher when reporting within the cumulative record does not only report test results in order to understand his pupil's needs, but adapts certain techniques of guidance - through the use of sociometrics and socio-devices. The special class teacher studies the relationship of each pupil to his classmates and makes notes of unusual findings or situations in the pupil's case history. Above all, he realizes the importance of keeping cumulative records and case histories complete and up-to-date. The special class teacher encourages the interest of parents in their child by sharing his knowledge with them so that the child benefits.

ULTIMATE OCCUPATIONAL GOALS

Occupational information is concerned with basic experiences and knowledge.

The exceptional child should be able to:

1. Fill out application forms for employment
2. Discuss occupational goals and skills
3. Read and interpret safety signs and posters
4. Understand simplified job analysis
5. Interview for a job
6. Interpret employer specifications
7. Understand job hazards
8. Understand proper job attitudes and manners
9. Understand work habits essential for satisfactory occupational adjustment
10. Fill out Federal and State Income Tax forms
11. Fill out Post Office forms
12. Fill out driver's license application forms
13. Answer carefully selected newspaper want ads
14. Complete Social Security application forms

The occupational information suitable and necessary may be found in these areas:

1. Basic labor laws
2. The kinds of jobs which have been held successfully by former special class pupils
3. A knowledge of the physical demands of jobs suited to pupils
4. Pre-planned visits to such places as local plants, offices, factories, farms, stores, transportation centers, hotels restaurants, laundries and bakeries, with prepared questions to be answered during each visit
5. An understanding of the occupational distribution of workers in the community and state

The need of job analysis is vital in the occupational placement of special class pupils. Local job information should be gathered and made available to pupils. Establishment of a vocational or occupational employment file would be most valuable to these students, as related information and requirements could be stated.

A systematic analysis of local jobs and worker-requirements will provide common language experiences for consideration in the classroom.

A follow-up study of successful job placement should precede the job analysis.

From a comprehensive study of these jobs, pupils can derive a knowledge of:

1. Job vocabulary
2. The manual skills required
3. Required academic skills simplified as much as possible
4. Personal and group safety procedures which help minimize work hazards
5. Physical demands or components of jobs
6. Job attitudes and work habits required for specific jobs

From these job studies an ever-increasing compilation of occupational information which is realistic, functional, and up-to-date will result.

Special class pupils usually enter the semi-skilled, unskilled and service occupations. Industry has stated "the simple operational skills involved can be taught most effectively by the employer". Because of the continuing trend in our industrial economy toward job simplification, more and more jobs are being broken down into occupations requiring less complex skills and shorter training periods. About one-third of all occupations have been found to be repetitive in nature, with most of them having very short training periods, with only a few requiring any definite amount of formal education. Research further indicates that about one-half of the repetitive occupations involve use of machines. On this basis, therefore, it appears that pre-employment training of junior high and senior high school special class pupils which helps them develop eye-hand coordination and motor skills is of considerable importance. It is realistic in the special class occupational training activities to stress fundamental occupational needs of these pupils rather than to spend much time in the development of specific skills for selected jobs. Qualities other than general intelligence are of great importance for success. For those jobs normally filled by special class pupils, such characteristics as the following assume paramount importance.

1. Cooperation and congeniality on the job
2. The desire to please and do quality work
3. The ability to get along well with one's fellow workers
4. Willingness to follow instructions
5. Personal pride in workmanship
6. Punctuality
7. Good personal appearance
8. Courtesy
9. Honesty
10. Dependability
11. Loyality

Earlier mention was made of the essential need for actual visits to industries and analysis of jobs therein. Most special class pupils, like average boys and girls, fear the new and the unexplored. <u>It is helpful for the school personnel responsible for occupational placement to assist with initial contracts and an orientation program</u>.

Chapter II

THE CLASSROOM

The classrooms used for special education should be equal to the best available for children in a community and should have these additional features that make it possible to carry on a progressive and comprehensive program of education for exceptionally retarded children.

1. Toilet facilities should be available in close proximity to the classroom. If possible, the toilet room entrance should lead directly from the classroom.

2. Desks, tables, and chairs should be movable to encourage as much free grouping as possible whenever the need arises.

3. A wide variety of materials and equipment will be necessary to carry on an educational program for exceptional children. Closets, cabinets, bookshelves, and other storage space will be needed to house the variety of educational items used.

4. Physically handicapped, pre-vocational and vocational students should be provided an adequate program to develop eye-hand coordination. For the physically handicapped it is necessary to carry on a thorough program in developing eye-hand coordination, manipulative skills, motor coordination skills, and learning associated with the training program.

5. The pre-vocational, vocational and occupational students should be provided with special training designed to meet the requirements of the vocation they are preparing to enter. This program of eye-hand coordination and manipulative skills would provide the junior high school or senior high school pupils with some concrete experience and knowledge of what is expected of him on the job.

6. Bulletin boards should be available for displaying the work of the children as well as displaying related pictures.

7. Where the handwork program is being carried on within the classroom, the room should be large enough to hold two double work benches or four single work benches.

8. A piano is desirable. There should be a record player in each classroom. A filmstrip projector and tape recorder is most desirable.

Suggested materials for the classroom are:

1. A wide range of reading material covering several grade levels
2. Flashcards, workbooks
3. An adequate supply of pencils, crayons, paste, art paper, water colors
4. Finger paints
5. Powder poster paints
6. Sewing machines
7. Typewriter
8. Work benches
9. Common tools- hammers, screw drivers (2 sizes), vibrator saw and drill combination, ripsaw, crosscut saw, coping saws(one per child), bit brace and several sizes of bits, hand drill and several sizes of drills, wood, glue, paints, and other equipment as felt necessary by the special class teacher.

Classrooms should meet all regulations regarding health, safety, and fire provisions. Proximity to an outside exit is desirable. For young children it is recommended that they be kept on a first floor. Shops and activity rooms should be so placed that they do not disturb other children.

CHAPTER III

CURRICULA SUGGESTIONS

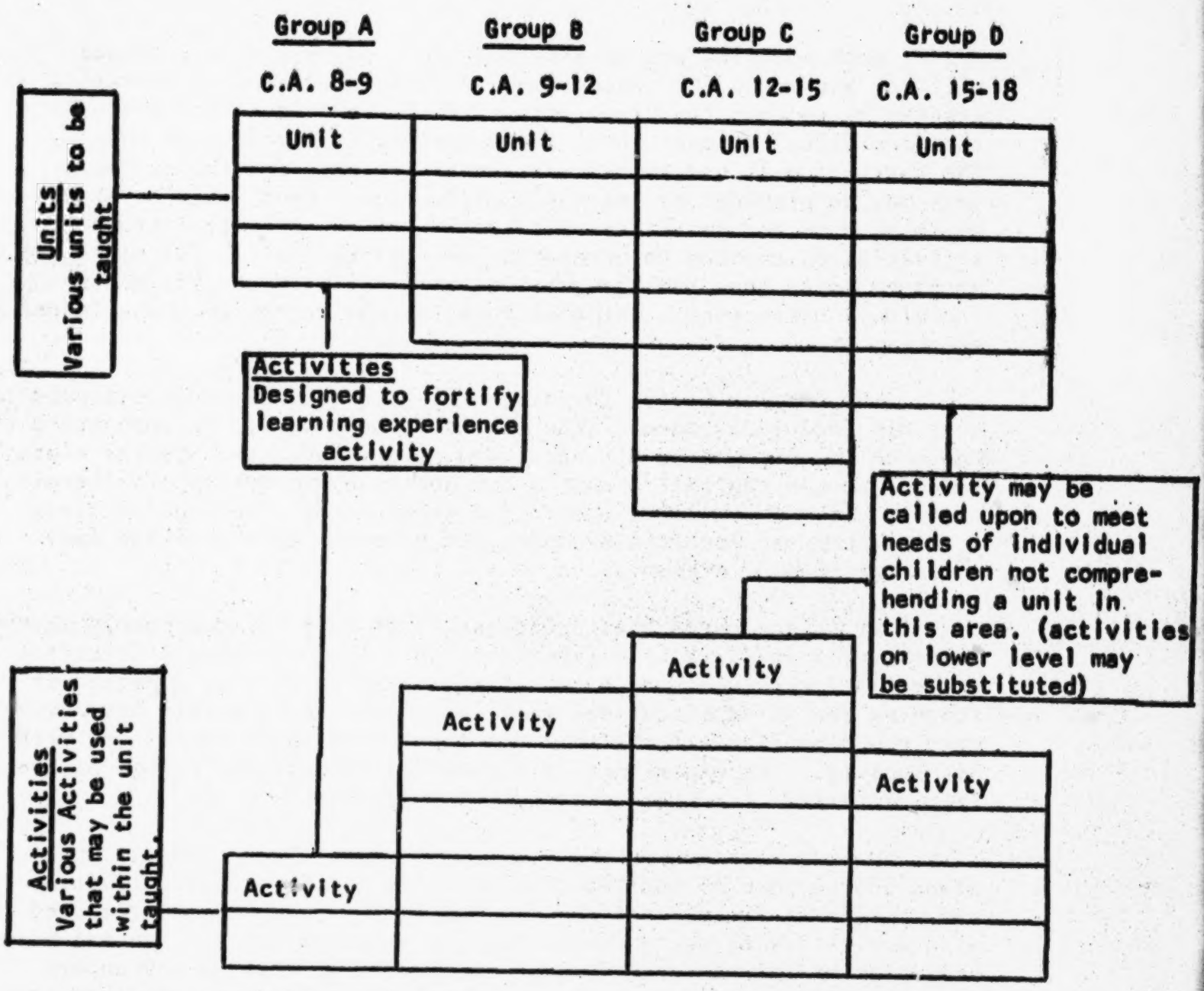
When planning and developing a curriculum for exceptional children and youth the teacher and administrator should consider a program based upon the "felt needs" of the individual and prepare that individual to meet those tasks society will demand of him.. The curriculum should have direction and purpose for the learner; this may be provided by intrinsic motivation. Each activity should be related to an experience unit and fortified with meaningful activities as opposed to unrelated, or isolated drill. Within the prepared units there should exist tasks structured to provide for individual differences, which will enrich and reinforce those learning experiences.

The curriculum for the exceptional child should be developed to meet his individual needs. The teacher should strive to understand the whole child, his wants, his needs and abilities. The special class teacher should capitalize upon those abilities to enrich his learning experiences. By building meaningful experiences, the special class teacher must use concrete examples and be prepared to provide many varied methods of presentation.

It is suggested that new teachers as well as experienced teachers adopt and/or modify a Life Experience Unit Approach when instructing exceptional children and youth. The experience unit is a method of teaching real-life situations familiar to the child within his environment and demanding a functional application of those techniques within his society. The experience unit provides a realistic method of organizing materials for presentation to the learner.

When presenting an experience unit, the child needs to understand the purpose of the learning activity and how those activities are applied to the over all unit. The unit should be goal directed with activities directly supporting the selected goals. The activity should be on a functional level of the child so that he may understand the purpose of the learning experience. The special class teacher must recognize the individuality of all children and guide them through the learning experience gradually, step-by-step, motivating, stimulating, and reinforcing.

UNIT DIAGRAM



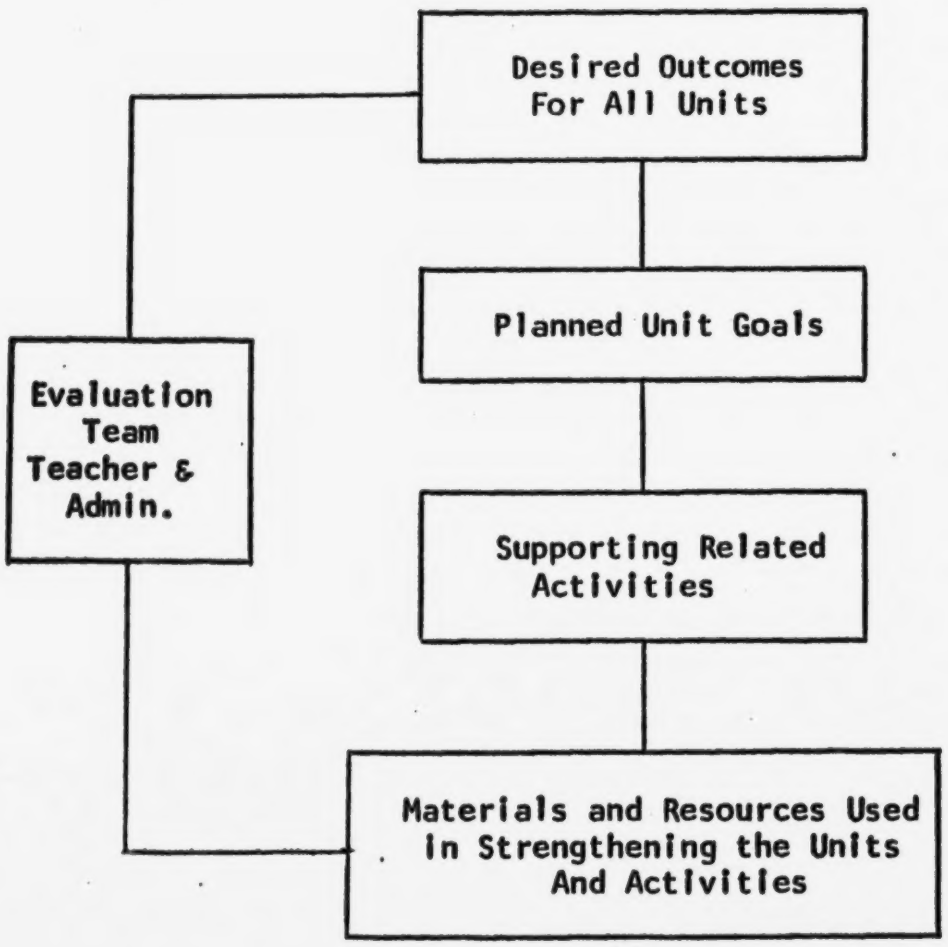
1. The unit must be clearly defined to the learner and goal directed.
2. The unit is a vehicle to help the child meet the selected goal.
3. The unit is designed to motivate a child to work towards the top age bracket in each column (9-12-15 or 18 chronological age).
4. Activities are designed to enforce the unit and direct the learner to the desired goal.

The Life Experience Unit provides flexability within a curricula, ensuring success for children with little or low ability. Units in group A, B, C, and D (diagram) are reinforced by activities in their corresponding column. Therefore, activities are designed to reinforce the unit in that column. However, it may be necessary for the teacher to use an activity from any group to meet the needs of a particular child. Example: A teacher may find a pupil with low ability and chronological age of 16 in group "D" working on a similar unit covered formally in group "C". For this pupil, the activities strangthening that unit would more satisfactorily meet his needs. The same would be possible for a child with high interest and ability in group "B" with a chronological age 12 who is motivated and wishes to do additional work. The teacher may then assign an activity from group "C" to satisfy his learning experience. Thus, the Life Experience Unit provides flexibility for the individual pupil and teacher.

The experience unit should provide sequence and scope. The activities should be well planned and meaningful, as well as carefully structured, to be related to the fore-selected goals. Goals may be evaluated by the "outcome" of the unit. Outcomes, should be carefully evaluated at the end of each unit to determine if they were the planned outcome desired. This will provide the special class teacher and administrator an evaluative tool.

To evaluate the effectiveness of the total curriculum, the teacher and/or the administrator may evaluate "over all outcomes" of units taught. If the total outcomes are satisfactory, little change would be necessary within the curriculum. However, if outcomes were undesirable, a careful check of activities and goals should be made. Perhaps, the activity did not strengthen the unit, or did not relate to the desired goal. Or, the sought goal was unrealistic or not attainable.

EVALUATION DIAGRAM


Desired Outcomes For All Units
Planned Unit Goals
Supporting Related Activities
Materials and Resources Used In Strengthening the Units And Activities
Evaluation Team Teacher & Admin.

PART THREE

CURRICULA SUGGESTIONS

SETTING CURRICULUM GOALS FOR THE SPECIAL CLASS

Goal Sequence

There is a logical sequence to be followed in constructing and teaching an "integrated life experience" curriculum for educable mentally retarded children. This sequence may be discussed in the following steps:

1. The general goals and objectives to be reached as a result of the educational experiences offered the pupils should be clearly stated. Most authorities agree that the goals of education established by the Educational Policies Commission of the National Education Association are applicable as goals for educable mentally retarded children. These goals are: self-realization, satisfactory human relationships, economic efficiency and civic responsibility. Although the mentally retarded child may never reach a high level of social status in attaining these goals, it is very important that the curriculum be built to give the mentally retarded child maximum assistance in attaining these goals at his level of potential.
2. The content of the curriculum to be offered the mentally retarded child as a means of achieving the goals of education should be well-planned and set forth in a pattern of sequential learnings in which the scope is broadened as the child advances in levels of attainment. In the "Integrated Life Experience Unit Approach", this content is thought of in terms of "cores of learning experiences" which are stated as compentencies, skills and concepts rather than as specific subject matter areas.

These learning experiences are gnouped in the following core areas: Arithmetic skills; Social Competencies: Communicative Skills; Safety Concepts; Health Concepts; and Vocational Competencies.

3. The desired outcome in pupil behavior and learning must be clearly stated. These outcomes serve as a guide to the planning, organizing and evaluating of daily activities presented within the units of instruction. There is a tendency on the part of some teachers to assume that the over-all objectives of the program will be met by merely presenting a unit of instruction with the hope that pupils will make application in their daily life. When teaching mentally retarded children, one cannot depend on incidental learning or application. The special class teacher can be sure that her pupils are gaining the concepts, habits, attitudes and skills necessary for life adjustment only when she specifically states the desired outcomes and then teaches for them.

4. The method of presenting the curriculum content must be developed so the stated competencies, skills and concepts are forthcoming in a meaningful and motivating form. This form must be flexible to allow for individual differences among pupils and for variations in personal environments. Curriculum guides, unit plans, and outcomes charts defeat their purpose if they stifle ingenuity on the part of the individual teacher and her recognition of the uniqueness of her own teaching situation. The teacher must constantly be aware of the

need for current meaningful experiences that have been planned to correlate the core areas of learning experiences in such a way that each child will have the information and motivation to meet and solve his persistent life problems with self assurance and confidence.

ARITHMETIC COMPETENCIES

Pre-School Level

Pre-School CA 3-6	Goal
ARITHMETIC FACTS AND PROCESSES	Can count up to 5. Is aware that there are number symbols.
MONEY	Knows that money buys things. Can recognize a one cent piece, five cent piece and dime.
TIME	Knows what a clock is. Begins to recognize some names of days. Knows morning is for getting up. Knows noon is time to eat. Knows night is bed time. Understands he must get to school on time.

MEASURE	Begins to know the difference in words such as long and short, big and little, close and far.

ARITHMETIC COMPETENCIES

Primary Level

Primary Level CA 6-9	Goal
ARITHMETIC FACTS AND PROCESSES	Can count to 100. Understands number symbols to 20. Can write number symbols to 10. Knows what number comes before and after given number. Understands ordinals from 1st to 3rd. Understands addition and substraction to 10.
MONEY	Can recognize coins up to a dollar. Begins to know the value of coins to a dollar. Understands that parents get paid for work they are employed to perform. Recognizes the @, ¢, and $ sign. Knows that five one cent pieces make a five cent piece, two five cent pieces make a dime, two quarters make a half dollar.
TIME	Knows how to tell time by hour and half hour. Begins to understand calendars, days, months, and years. Begins to understand summer, winter, spring, and fall. Understands morning and afternoon, a.m. and p.m.

MEASURE	Understands what an inch, foot and yard are. Can identify pint, quart and gallon. Understands cup and half cup. Knows what scale is. Understands dozen and $\frac{1}{2}$ dozen. Can read the weather thermometer.

ARITHMETIC COMPETENCIES

Intermediate Level

Intermediate Level CA 9-12	Goal
ARITHMETIC FACTS AND PROCESSES	Can write and count by one's, two's, five's, and ten's to 100. Knows ordinals through 5th. Understands, arithmetic vocabulary, such as - total, many, some, more, less, add, subtract. Understands what 1/2, 1/3, and 1/4 are. Can use zero as a place holder in subtraction.
MONEY	Can name and distinguish coins and bills through $5.00. Can work problems involving money. Can use correctly money symbols in written form. Can make change up to and including $1.00. Can make purchases up to $5.00. Understands what allowances and savings mean. Knows what a bank is and what its function is. Understands what relationship various coins have to each other. Example: 4 quarters make $1.00.

TIME	Can tell time by hour, half hour and minutes. Understands the meaning of punctuality. Can read and interpret the calendar - days, weeks and years.
MEASUREMENT	Can use ruler and yardstick to measure distances up to and including a yard. Can measure distances in his environment in terms of blocks, Example: It is 6 blocks to my house. Can use standard measuring cups, teaspoons, tablespoons, pints, quarts, and gallons. Understands the meaning and use of distances such as left, right, up, down, north, south, east, and west. Understands the meaning of pounds and half pounds, dozens and half dozens. Can read ordinary scales correctly, such as bathroom and produce scales. Knows and can use the common thermometers and temperature gauges.

ARITHMETIC COMPETENCIES

Jr. High or Pre-Vocational Level

Jr. High or Pre-Vocational CA 12-15	Goal
ARITHMETIC FACTS AND PROCESSES	Reinforcing drills and activities of skills developed at previous levels. Concepts developed should be used in functional problems, relating to individual's environment.

MONEY	Makes and counts own change. Understands pay check deductions such as witholding taxes, social security, etc. Understands coins and bills up to $20 bill. Knows how to set up a budget. Knows how to live within a reasonable budget. Understands thrifty buying. Understands consumer advertising, especially false and tricky ads. Knows the importance of paying bills when due. Knows how to buy by the dozen, case, carton, etc. Knows how to open a checking account and how to write checks. Knows how to keep track of checking accounts. Knows how to open a savings account. Knows how to make bank deposits. Understands what borrowing from a bank means.
TIME	Understands the importance of being punctual for work and other engagements. Understands how time, work and wages are related. Understands how to plan a schedule - daily, weekly, and monthly. Knows how to set a clock. Knows how time is applied to cooking purposes.
MEASUREMENT	Understands and figures inches, feet, yards and miles. Understands the distance of common terms such as block, mile, $\frac{1}{2}$ mile. Understands and is able to use pints, quarts, and gallon, teaspoon, tablespoon, cup and their fractions.

(continued) MEASUREMENT	Understands and is able to use ruler, yardstick, tape measure, etc. Understands and uses road maps.

ARITHMETIC COMPETENCIES

Secondary or Vocational Level

Secondary or Vocational Level CA 15-21	Goal
ARITHMETIC FACTS AND PROCESSES	Very few new arithmetic skills are developed at this level, but rather, it is a reinforcement program of skills already learned as they apply to problems of daily living of the individual.
MONEY	Knows how and when to use installment buying. Understands the cost of utilities and rent. Understands how to evaluate sales and bargains. Understands the value of upkeep and repair. Knows the cost of various licenses. Knows the cost and understands the various types of insurance. Can keep accurate records. Knows how to get and keep a good credit rating.

TIME	Understands how time is used in computing amount of pay.
MEASUREMENT	Understands measurements as they apply to clothing. Understands distance in mileage. Knows measurement as it applies to height, weight, and width of an object.

SOCIAL COMPETENCIES

Pre-School Level

Pre-School Level CA 3-6	Goal
SELF	Knows and can tell his own name. Knows and can tell how old he is. Knows if his family has a telephone. Knows the difference between his and other's belongings.
IN THE SCHOOL	Participates in sharing, in taking turns and in cooperating. Accepts limits established for him by those in charge. Respects the authority of school personnel. Knows the rules of courtesy such as, "Excuse me," "Thank you," "Please". Can locate his classroom, the principal's office and the playground, lunchroom and the lavoratory. Knows and observes the rules of classroom and school. Begins to play successfully with others in small groups.

IN THE HOME	Knows the general location of his house. Knows the rooms of the house. Knows and carries out his chores such as picking up his toys, bringing in the paper, milk, etc. Knows the work of his father and mother.

SOCIAL COMPETENCIES

Primary Level

Primary Level CA 6-9	Goal
SELF	Knows and can tell his full name. Knows and can tell his house number and the name of the street on which he lives. Knows and can tell his telephone number. Develops personal preferences in selection of games, food, clothing and friends.
IN THE SCHOOL	Recognizes and accepts the authority of the teacher, the principal, the custodian and the other teachers. Knows and can tell the names of his classmates. Knows how to work cooperatively with his classmates. Knows how and why we wait our turn at the drinking fountain, leaving the classroom and boarding and leaving the school bus. Shares toys and materials, ideas and experiences with the class. Knows appropriate behavior in the classroom, in the halls, on the playground, in the lunchroom and on the bus. Can use simple good manners at the table. Accepts his responsibilities as a participating member of the group.

IN THE HOME	Knows location of home with respect to street and number. Develops self-care activities in the home such as personal cleaniness, care of clothing, proper use of eating utensils and care of his room. Knows rules of cooperation in such family activities as conversation and radio, family parties, and use of the telephone.
IN THE NEIGHBORHOOD	Knows location of home with respect to the neighborhood. Knows location of the grocery store, drug store, movie and recreational facilities. Knows safety rules in crossing streets.
IN THE COMMUNITY	Knows location of home with respect to the community. Knows the following community helpers and how they help us. a. Policeman c. Doctor b. Milkman d. Bus driver Knows proper behavior at a movie, on the bus or streetcar, in a restaurant, in a library and in a swimming pool. Knows how to respect the property of others. Knows what to do when lost.

SOCIAL COMPETENCIES

Intermediate

Intermediate CA 9-12	Goal
SELF	Develops behavior which leads to good interpersonal relationships. Develops feelings of self-worth.
IN THE SCHOOL	Knows how to be cooperative member of a group. Understands and practices punctuality. Understands how school experiences prepare boys and girls for everyday living. Knows the importance of good health and grooming. Observes courtesy and good manners in others. Knows who important people in the school are.

IN THE HOME	Knows how to meet and greet friends and neighbors in a socially accepted manner. Knows how to meet strangers with acceptable caution. Knows how to use the telephone with socially accepted practices and courtesies. Knows and is able to practice proper table manners. Knows the importance of the family and the responsibility of the individual to the family. Realizes the importance of taking pride in the home surroundings. Knows the importance of regularity and systematic procedure in home life.
IN THE NEIGHBORHOOD	Knows the location of the nearest fire alarm and the nearest police station. Knows the location of the principal stores. Knows the location of the nearest bus and/or street car stop.
IN THE DEVELOPMENT OF OUR COUNTRY	Knows about Columbus, Washington and Lincoln. Knows that many communities make up our country. Knows why we vote. Knows that a mayor, governor and president are our important leaders.

SOCIAL COMPETENCIES

Jr. High School or Pre-Vocational

Jr. High School or Pre-Vocational CA 12-15	Goal
SELF	Practices everyday courtesies in helping establish good interpersonal relationships. Knows and applies appropriate behavior as demanded by social situations.

	Practices good grooming and appearance as aids in establishing relationships with others.
	Practices personal hygiene.
	Practices good health and knows how to contribute to a pleasing appearance.
	Knows and practices correct posture.
	Knows how to select and wear appropriate clothing.
IN THE	Participates in school activities.
	Knows the basic steps in social dancing.
SCHOOL	Develops satisfactory heterosexual relationships.
	Can share responsibility in a class project.
	Knows how the individual contributes to the welfare of the group such as in skills, time, moral support, and money.
	Knows the role of the members of a group such as the leader and the members.
	Recognizes and appreciates the contributions of classmates.
	Practices pleasant and courteous manners towards family members.
	Develops an understanding of his position in and contribution to the family.
IN THE	Knows the role of the mother with respect to the housekeeping and child care.
HOME	Knows the role of the father as the wage-earner.
	Knows the role of parents in wise budgeting of money, discipline of children and as members of the community.
	Participates in organizing recreational activities.
	Knows how to choose companions wisely.
IN THE	Knows and practices correct dating procedures.
	Knows how to select suitable entertainment outside the home.
NEIGHBORHOOD	Is capable of self-entertainment.
	Participates in leisure time sports and activities.
	Knows and practices correct etiquette in the following situations:
	a. Restaurant
IN THE	b. Theatres
	c. Public Vehicles
COMMUNITY	d. Parties
	e. On the street
	f. Church
	g. On the job
	h. As a customer
	i. As a guest or host.
	Develops respect for persons in authority such as policeman, fireman, and other community helpers.

SOCIAL COMPETENCIES

Secondary or Vocational Level

Secondary or Vocational Level CA 15-21	Goal
SELF	Realizes and accepts his limitations. Feels secure in knowing that he is competent in the basic social graces. Shows courtesies toward fellow workers and persons in authority in working situation. Able to choose and keep worthwhile friends.
IN THE SCHOOL	Knows and practices honesty, truthfulness and tolerance. Knows how to dress properly and attractively for various occasions. Has a wholesome attitude towards the opposite sex. Knows how to maintain worthy moral standards. Develops ability to adapt to new situations. Knows and understands the role of sharing in maintaining good relationship with fellow employees. Knows the characteristics of good leadership and good fellowship. Knows the relationship between the leader (authority) in occupational groups and the worker. Knows and understands the reasons for organizations, committees, and other groups. Knows how membership in the occupational group is maintained.
IN THE HOME	Performs acceptably and inconspicuously in family recreational activities. Understands the obligations of and responsibility for worthwhile family life.
IN THE NEIGHBORHOOD	Understands obligations and benefits of neighborhood life. Develops habits of keeping surroundings neat, clean and attractive.

IN THE COMMUNITY	Understands and obeys local and state laws. Understands and obeys traffic signs and regulations. Knows how to read and interpret maps and directions. Knows how to reach principal buildings and activities in the community. Knows agencies which provide help in family emergencies and how to get help. Understands the basic functioning of government on local, state and federal level. Understands the responsibilities, duties and rights of a citizen. Exercises proper care of personal and public property.

COMMUNICATIVE SKILLS

Pre-School Level

Pre-School Level CA 3-6	Goal
ORAL COMMUNICATION	Should be able to express himself well enough to make his needs and wants understood.
WRITTEN COMMUNICATION	Should be able to develop large muscular movements. Should be able to trace and follow dots in developing finger dexterity. Can use colors to some degree of self satisfaction. Can put together simple puzzles.
LISTENING	Knows the pleasant sounds. Listens to short, simple stories and music. Listens to others sharing experiences. Takes simple,concise directions from teacher. Can distinguish music from other sounds Knows the urgent sounds or commands. Recognition of high and low tones.

COMMUNICATIVE SKILLS

Primary Level

Primary Level CA 6-9	Goal
ORAL COMMUNICATION	Speaks loudly enough without shouting. Shares experiences with peer group. Speaks in complete sentences. Talks over the telephone.
WRITTEN COMMUNICATION	Develops gross motor control. Writes his name. Copies complete sentences. Copies headings, dates and time on papers. Can copy labels for own use. Begins sentences with capital letters. Ends sentences with punctuation such as period and question mark.
LISTENING	Develops good listening habits. Listens carefully for instructions. Enjoys records. Knows the sounds of the community such as trains, trucks and automobiles. Should recognize emergency sounds such as siren and horn. Distinguishes and associates rhyming words.

READING	Reads the letters of the alphabet. Reads signs and labels to take care of own needs such as men, women, boys and girls, poison, N.W. Reads work sheets and follows the written instruction. Knows consonate sounds and blends. Knows beginning and ending sounds. Recognizes word families.

COMMUNICATIVE SKILLS

Intermediate Group

Intermediate Group CA 9-12	Goal
ORAL COMMUNICATION	Shares experiences with others in class in understandable speech. Uses complete thoughts in expressing himself. Makes introductions with ease. Makes announcements to class. Knows how to ask for directions and help. Knows how to give simple directions. Uses telephone. Can answer properly, take and give messages and make emergency calls. Helps develop experience chart. Conducts and participates in club meetings. Accepts and gives criticism on speaking. Speaks in turn. Uses good expression to show change in meaning.

WRITTEN COMMUNICATION	Writes legibly in cursive writing. Uses proper punctuation. Writes friendly notes and addresses them correctly for U.S. mail. Keeps simple notes or minutes for meetings. Fills in blanks in application forms. Fills in complete date two ways (January 1, 1961 - 1-1-61). Uses abbreviations that are found in their experiences, such as Dr., St., Blvd., Mr., Mrs., Etc. Writes lists in alphabetical order. Writes phone numbers, address, age, birthdates. Writes notes to parents or others when needed. Has a usable written vocabulary.
LISTENING	Listens and follows directions. Listens and waits for turn to speak. Listens to several kinds of music. Develops auditory discrimination.
READING	Reads cursive writing and printed material. Uses phonetic attack on words when necessary. Knows how to use a dictionary and alphabetical list such as a phone book, etc. Reads and interprets a pattern and recipe. Reads common and crucial items within their own environment - signs such as traffic, school, ads at store, safety, emergency (exit and danger). Labels on clothing, household goods, drugs, groceries, tools, fabrics, poison.

(continued) READING	Notices on bulletin boards. Newspaper advertisements, want ads, weather reports, cartoons and daily chuckle, entertainment, help wanted, news. Names of towns and states. Reads and interprets road maps.

COMMUNICATIVE SKILLS

Jr. High or Pre-Vocational

Jr. High or Pre-Vocational CA 12-15	Goal
ORAL COMMUNICATION	Can converse acceptably. Speaks before his peers with ease. Speaks pleasantly, courteously and clearly. Limits length of phone calls. Can make and complete a long distance call. Knows simple procedures of meetings.
WRITTEN COMMUNICATION	Writes a good simple sentence. Writes a complete paragraph. Fills out job application forms. Small muscle movements developed and have established a clear legible hand. Knows how to write letters. Knows how to order by mail.

LISTENING	Is courteous listener. Has developed an interest in music for listening. Listens to and carries out detailed instructions. Identifies himself and enjoys a story, i.e., movie, T.V., book on his level, painting, music and poems. Shows selectivity in entertainment such as T.V., records, movies.
READING	Shows some interest in reading for pleasure. Has developed a crucial vocabulary. Understands what he reads with the help of context and picture clues.

COMMUNICATIVE SKILLS

Secondary or Vocational Level

Secondary or Vocational Level CA 15-21	Goal
	Very few new skills are introduced at this level, but rather it is a reinforcement program for the skills already taught.
ORAL COMMUNICATION	Should be able to order by telephone.
WRITTEN COMMUNICATION	Writes acceptable expressions of ideas, desires, and needs.
LISTENING	Should have developed good listening habits, skills should be reinforced to meet social and vocational needs.

READING	Should be able to read and understand crucial material pertaining to bills and statements. Should be able to read and understand simple sales contracts. Should be able to use simple reference materials.

SAFETY

Pre-School

Pre-School CA 3-6	Goal
AT HOME	Leaves objects of danger alone, i.e., matches, knives, pins. Understands who can help him when hurt, i.e., mother, father, teacher. Stays out of medicine cabinet. Rides his tricycle correctly. Stays in own yard.
AT SCHOOL	Recognizes authority, i.e., teacher, bus driver. Ability to follow fire drill exercises. Understands fire drill rules. Ability to get on and off school bus. Understands he must keep hands to himself on playground.
IN TRAFFIC	Stays out of streets. Stays with accompaning adult in traffic.

IN AND AROUND WATER	Stays away from water.
IN THE COMMUNITY	Knows not to accept rides or gifts from strangers. Knows not to pet stray dogs or cats.

SAFETY

Primary

Primary CA 6-9	Goal
AT HOME	Understands to go get person in charge when accidents occur. Stays in his own neighborhood. Understands dangers of medicine. Picks up his toys and keeps them in proper place.
AT SCHOOL	Can give his own name when asked. Knows the safest way to walk to school and home again. Understands rules for fire drill. Understands proper behavior on the playground. Ability to play on playground equipment safely. Recognizes his bus number and driver. Knows how to behave on the school bus. Understands to report fire to person in charge. Obeys authority in safety directions.

IN TRAFFIC	Understands the dangers of playing in the street or alleyways. Understands and obeys traffic signals, i.e., red for stop, green for go.
IN OR AROUND WATER	Understands dangers of getting too close to swimming pools, lakes, rivers.
IN THE COMMUNITY	Stays away from railroad tracks.

SAFETY

Intermediate

Intermediate CA 9-12	Goal
AT HOME	Understands causes of home accidents. Understands importance of personal orderliness. Does not leave toys and personal effects in dangerous places Understands dangers of medicine. Reports fire or accidents to person in authority. Understands dangers of gas and other inflammables. Understands simple safety rules for electricity. Understands simple safety rules for fire prevention. Understands peoper way to put out a small fire. Understands to stay away from power tools found around the home.
AT SCHOOL	Has proper behavior on playground, i.e., does not throw rocks. Knows school fire exits and procedures for evacuation. Understands simple first aid rules. Understands civil defense signals. Reports fire or accidents to proper authority. Understands dangers of playground equipment. Obeys the school safety patrol.

IN TRAFFIC	Takes proper care of bicycle. Understands pedestrian laws, signs and signals. Has respect for law and authority. Understands vehicle traffic signs and signals. Understands and obeys proper bicycle riding rules. Ability to ride bicycle safely. Can apply for bicycle license or serial number.
IN THE COMMUNITY	Understands what to do when lost in town or country. Knows safety precautions for getting on or off vehicles. Understands dangers of playing on or around railroad tracks and other places of danger.

SAFETY

Jr. High or Pre-Vocational

Jr. High or Pre-Vocational CA 12-15	Goal
AT HOME	Understands that tools, appliances, furniture, etc., must be repaired and kept in repair. Understands that appliances must be used only for their designed purpose. Uses inflammable materials with care. Can replace an electric fuse properly. Understands the dangers of a power lawn mower. Can phone fire or police for assistance. Can inspect his home for fire hazards.
AT SCHOOL	Can act upon fire drill warnings with minimum of instruction. Knows how to stop bleeding by pressure. Knows how to give assistance in case of accident, i.e., keeping injured warm, keep crowd back. Avoids dangers on playground. Corrects possible dangers on playground, i.e., chips of ice on walk. Picks up objects which may trip others.

IN TRAFFIC	Observes safety rules when crossing railroad tracks. Rides bicycle in proper manner. Understands dangers of driving an automobile. Walks toward traffic when hiking along the highway. Understands that an automobile must be kept in good repair. Has proper behavior in traffic, i.e., not hanging on trucks, or sliding on back.
IN AND AROUND WATER	Can float, swim or tread water. Can handle row boat properly. Can give artificial respiration. Carries gun or rod properly when hunting or fishing.
IN THE COMMUNITY	Knows common natural hazards, i.e., poison ivy, poison oak, poisonous snakes and spiders. Understands proper procedures during electrical storms. Can travel about safely in his community.
ON THE JOB	Understands hazards present while on the job, i.e., moving machinery, sleepiness. Understands need for safe and proper clothing.

SAFETY

Secondary or Vocational Level

Secondary or Vocational Level CA 15-21	Goal
AT HOME	Can put out common fire. Can eliminate common accident hazards. Uses power tools around the home safely. Understands need for insurance against accidents and disaster.

AT SCHOOL	Can operate power tools properly Knows specific hazards with each type of equipment used. Understands accident hazards for babies and small children. Knows proper care of infants.
IN TRAFFIC	Drives automobile safely, obeying traffic laws, signals, and signs. Can fill out forms for driver's license and accident reports. Keeps automobile in safe repair. Knows how to drive small trucks, i.e., pick-up, ½ tons. Knows rules, regulations for driving car or business truck. Knows to stay away from equipment.
IN AND AROUND WATER	Can make a swimming life save.
IN THE COMMUNITY	Understands proper procedures to take for oneself and others in case of natural catastrophies, i.e., blizzards, tornados, floods. Understands civil defense procedures.
ON THE JOB	Keeps hair covered when working around machinery. Wears proper clothing for safety around machinery. Observes safety rules of plant or business. Knows danger signals and symbols relating to occupation.

HEALTH

Pre-School Level

Pre School Level CA 3-6	Goal
PERSONAL HYGIENE	Has control of toilet habits. Keeps fingers out of nostrils, mouth and ears. Gets full eight hours sleep at night.

(continued) PERSONAL HYGIENE	Changes socks and underwear daily. Brushes teeth after every meal. Washes hands and face before and after meals. Knows not to put foreign objects in ears, eyes, nose, or mouth. Will take bath willingly.
FOOD AND NUTRITION	Begins to develop good eating habits such as: Eats what is on his plate, learns to eat a variety of foods, to chew properly and doesn't rush.
MENTAL HYGIENE	Recognizes boys and girls are different physically. Tells problems to teacher.

HEALTH

Primary Level

Primary Level CA 6-9	Goal
PERSONAL HYGIENE	Washes hands, face, and body. Knows the doctor and the dentist. Brushes teeth after each meal. Goes to bed when told.
PHYSICAL HYGIENE	Can point to the major parts of the body, i.e., head, arms, legs. Knows how to blow nose. Covers mouth when coughing and sneezing.

(continued) PHYSICAL HYGIENE	Uses Kleenex or handkerchief. Knows what clothes are worn in the winter or summer. Sits erect at desk; stands erect.
FOODS AND NUTRITION	Knows proper eating habits. Understands the value of three well-balanced meals. Can recognize common foods and tell when they are usually eaten: breakfast, lunch, dinner. Can help wash dishes properly, i.e., hot water, soap.
MENTAL HYGIENE	Knows that mothers have babies. Knows that eggs hatch chickens, other animals have babies.

HEALTH

Intermediate Level

Intermediate Level CA 9-12	Goal
PERSONAL HYGIENE	Understands why the teeth should be brushed. Has developed habits of proper brushing technique. Understands the importance of washing and caring for the hair. Understands the importance and practices of washing the hands after going to the bathroom and before eating. Has good grooming habits. Realizes that certain clothes must be worn for various reasons and weather conditions. Understands the importance of bathing regularly.

(continued) PERSONAL HYGIENE	Understands the importance of clothes that fit properly. Knows what to do in menstruation.
PHYSICAL HYGIENE	Realizes the need for regular dental and medical appointments for the examination. Knows that there are such things as heart, lungs, etc.
FOOD AND NUTRITION	Realizes there are certain foods that a person should eat every day for good health. Understands the importance of cleanliness with food. Knows that dishes and cooking utensils must be clean before use, and proper way to wash them. Knows that certain foods need to be kept under refrigeration.
MENTAL HYGIENE	Seeks out teacher or counselor when faced with a problem. Understands that a person needs plenty of rest to remain healthy. Develops feelings of self-worth. Is able to accept criticism.

HEALTH

Jr. High or Pre-Vocational

Jr. High or Pre-Vocational CA 12-15	Goal
PERSONAL HYGIENE	Knows what a thermometer is for. Uses body deodorant. Knows simple first aid rules. Has developed good eating habits.

PHYSICAL HYGIENE	Has basic understanding of bodily functions.
FOOD AND NUTRITION	Can plan a balanced meal. Can cook and bake simple recipes. Recognizes best quality in food.
MENTAL HYGIENE	Understands physiological changes in own body. Develops proper sex attitudes and habits. Has developed a good concept of his capabilities, talents, interests. Displays acceptable modesty. Begins to develop good interpersonal relationships.

HEALTH

Secondary or Vocational Level

Secondary or Vocational Level CA 15-21	Goal
PERSONAL HYGIENE	Has self discipline in maintaining a healthful routine in eating, sleeping, bathing, resting and recreation. Recognizes when a child needs medical attention. Knows basic elements of child care. Is CLEAN and well-groomed. Dresses in proper clothing for various occasions. Can help nurse ill persons properly, i.e., feeding, changing bed sheets. Has good health habits in eating. Gets immunization shots at proper time when told to do so. Realizes the dangers of contagious diseases. Proper sanitary use of public drinking fountains and rest rooms. Knows proper trash and garbage disposal. Knows dangers of self medications

PHYSICAL HYGIENE	Can give essentials of illness to doctor, i.e., temperature, pains, vomiting. Aware of dangers of smoking, alcohol, and drugs. Realizes the need for regular check-ups by doctor and dentist. Knows importance of pre-natal program.
FOODS AND NUTRITION	Knows the importance of liquids in the diet. Can prepare a simple well-balanced, nutritious and appetizing meal.
MENTAL HYGIENE	Knows who to go to for guidance and counseling. Develops an understanding of his own feelings. Develops good inter-personal relationships. Accepts his responsibilities.

VOCATIONAL COMPETENCIES

Pre-School Level

Pre-School Level CA 3-6	Goal
ANALYSIS OF OCCUPATIONS	Realizes that parents work. Realizes that other people work. Realizes that people can help others through their work.
VOCATIONALLY DIRECTED SKILLS	Counts objects up to 3. Distinguishes differences in shapes and sizes. Distinguishes between colors. Knows names of common household and classroom objects. Uses speech to make personal needs known.

DEVELOPMENT OF THE INDIVIDUAL FOR OCCUPATIONAL PLACEMENT AND JOB RETENTION	Knows the difference between his and others' belongings. Takes care of personal sanitation, bathroom, etc. Is helpful. Follows directions given by the teacher or other authority. Plays without hurting self or others. Takes care of toys and belongings.

VOCATIONAL COMPETENCIES

Primary Level

Primary Level CA 6-9	Goal
ANALYSIS OF OCCUPATIONS	Realizes that each member of the family has certain tasks to perform in the home. Realizes that it takes many businesses and services to make up a functioning community.
VOCATIONALLY DIRECTED SKILLS	Recognizes written numbers. Speaks clearly and expresses complete thoughts. Recognizes and heeds signs of warning. Realizes that money has value. Distinguishes and names colors. Develops gross motor control.

DEVELOPMENT OF THE INDIVIDUAL FOR OCCUPATIONAL PLACEMENT AND JOB RETENTION	Dresses self and keeps reasonably neat. Takes care of own belongings. Carries out routine tasks. Obeys school rules of conduct and safety. Appreciates school equipment and materials. Shares and takes turns. Enters into suitable group activities.

VOCATIONAL COMPETENCIES

Intermediate Level

Intermediate Level CA 9-12	Goal
ANALYSIS OF OCCUPATIONS	Realizes that people work at many different jobs to supply the materials and services we use. Realizes that different skills and knowledges are required to accomplish the great variety of jobs of the working world.
VOCATIONALLY DIRECTED SKILLS	Adds groups of objects to a total of 12. Speaks clearly and relates a series of three or four events in chronological order. Knows the relative value of coins. Writes legibly. Develops a finer degree of motor control.

DEVELOPMENT OF THE INDIVIDUAL FOR OCCUPATIONAL PLACEMENT AND JOB RETENTION	Realizes own limitations. Understands the difference between work and play. Knows and executes own responsibilities. Practices common courtesies as everyday habits. Realizes the need for self-control. Develops and practices good work habits. Develops pride in good workmanship. Knows how to care for equipment and materials. Develops safety habits. Is able to be a functioning member of a group. Respects the rights of others.

VOCATIONAL COMPETENCIES

Jr. High or Pre-Vocational

Jr. High or Pre-Vocational CA 12-15	Goal
ANALYSIS OF OCCUPATIONS AND THE APPROACH OF JOB HUNTING	Understands that there are government agencies which can help the individual with training and finding an appropriate job. Develops a knowledge of job possibilities in the community.
VOCATIONALLY DIRECTED SKILLS	Can pay for lunches and transportation. Speaks clearly and uses proper and discreet language. Develops facility in the manipulation of tools and materials. Develops the understanding of how wages and hours are related.

(continued) VOCATIONALLY DIRECTED SKILLS	Develops the ability to figure wages due for various rates and time periods. Knows own vital statistics necessary for filling out application forms.
DEVELOPMENT OF THE INDIVIDUAL FOR OCCUPATIONAL PLACEMENT AND JOB RETENTION	Has realistic job aspirations. Assumes a share of responsibility in group situations. Is courteous and practices self-discipline. Develops and practices good work habits in all endeavors. Can take criticism. Can take directions from an authority. Maintains an acceptable level of workmanship. Tries to improve workmanship within reasonable time limits. Is safety conscious at all times so that proper habits are developed for future job situations. Is able to follow directions (more than just one step at a time).

VOCATIONAL COMPETENCIES

Secondary or Vocational Level

Secondary or Vocational Level CA 15-21	Goal
ANALYSIS OF OCCUPATIONS AND THE APPROACH TO JOB HUNTING	Knows of jobs that may be available in his area. Knows that different abilities are needed for various occupations. Knows how to avail ones self of service such as the state employment agency and the Vocational Rehabilitation Service.

(continued) ANALYSIS OF OCCUPATIONS AND THE APPROACH TO JOB HUNTING	Knows how to search for a job (want ads, friends, etc.) Knows proper conduct for a personal interview. Knows how to fill out forms of application, social security, witholding tax information and union forms. Knows of fringe benefits such as hospitalization, insurance and vacations. Knows the function of labor unions. Knows current wage and hour laws.
VOCATIONALLY DIRECTED SKILLS	Reads adequately for self-protection and the welfare of others such as safety signs and danger warnings. Uses proper and discreet language in association with co-workers and supervisors. Converses appropriately when serving a customer. Budgets his money so as to meet the necessities of each day's routine. Uses time clock.
DEVELOPMENT OF THE INDIVIDUAL FOR OCCUPATIONAL PLACEMENT AND JOB RETENTION	Is punctual and dependable Is emotionally stable and demonstrates self-control. Can discuss and realize own potentials and limitations. Is neat in appearance and work habits. Demonstrates safety awareness. Can work at competitive pace. Cooperates with and respects supervisors and co-workers. Can follow directions. Is conservative of time and material. Desires to improve work and self.

NOTES